PROSPECTUS 2001

MANOR COMMUNITY COLLEGE

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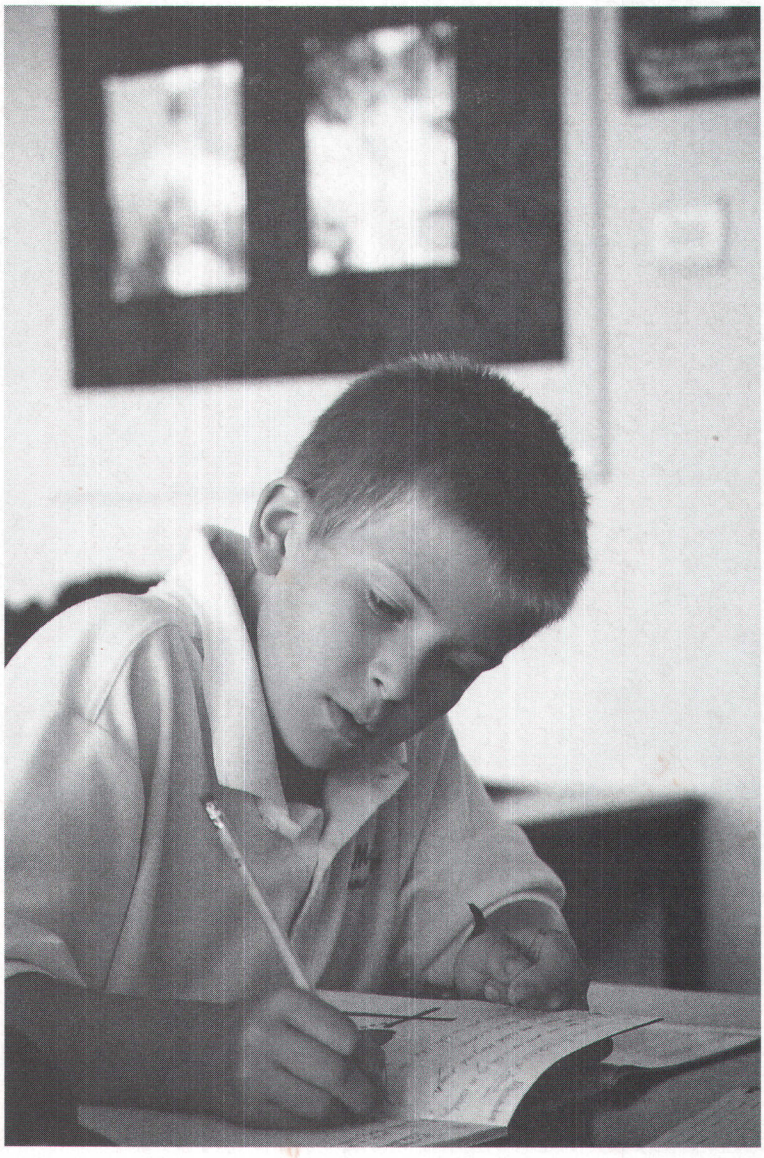


WE LEARN TOGETHER

PROSPECTUS 2001

"Throughout the Prospectus we have used quotations from the latest Ofsted Inspection Team Report. They visited us in September 1999 and as you can see were very pleased with what they saw.

WELCOME

Stephen Mummery
Principal

Choosing the right school is one of the biggest decisions a family has to make. Although this prospectus will not be able to tell you all the things you need to know to make that decision, it will help you as you go through the process. Of course it can only give an impression of what it is like to be a member of Manor Community College. There is no substitute for experiencing the real thing and this is why we urge you to make an appointment to spend an hour looking around the buildings and meeting pupils and staff. You will be made very welcome.

Reading this booklet is the first stage in a process that continues throughout the year; a process to which we attach a great deal of importance. It is essential that a smooth transfer is made from Junior to Secondary school. We realise that it can be a time of stress for you as well as for your child and so, with our colleagues in neighbouring Primary schools, we work to ensure that the change is as relaxed as possible and has the minimum disruptive effect on your child's education.

As you will see from studying this prospectus, we attach great importance to students achieving their maximum potential in an atmosphere that values all individuals whatever their talents and abilities. We believe strongly that parents play a significant role in the partnership between home and school. Your involvement will be welcomed and I look forward to meeting you, and welcoming you to the Manor.

Stephen Mummery
Principal

Chris Forster
Head of Pastoral Care

As Mr. Mummery has already pointed out, choosing the right secondary school for your child is crucial. What you decide now will affect the rest of your child's life. Therefore it is most important that you and your child are fully aware of all the options open to you at this time and that you obtain as much information as possible before making this important decision.

We at Manor are rightly proud of our achievements in academic and extra-curricular fields. We are also very involved within the community. We are proud of our "open door" policy and the fact that parents are welcome into our school at any time. We would like to offer this "open door" to you: please come in and see us at work.

Our formal meeting for parents of prospective pupils will be held at the College on Tuesday, 7th November 2000, at 7.00 p.m. and we hope you will all attend on that evening. We will have various displays of students working during the evening and guided tours will be arranged. Refreshments will be available. Full details of the evening will be circulated to the Primary Schools. However, if you wish to visit us informally at any time before then, do not hesitate to give us a ring and we will arrange for a member of staff to speak with you and to show you round our school.

We can be contacted on Cambridge 508742 and we hope to hear from you soon.

Chris Forster
Head of Pastoral Care

OUR AIMS

Within the Manor Community College we seek to provide our students with those experiences and activities which will enable them to acquire knowledge, learn skills and foster attitudes that will equip them to enjoy today and construct a better tomorrow. We believe we must help our community to create a compassionate, just, understanding and rewarding society.

We aim to develop the potential of all those within our community with whom we come into contact. We do this in order that they may enjoy a full personal life and be able to take an informed and responsible part in society.

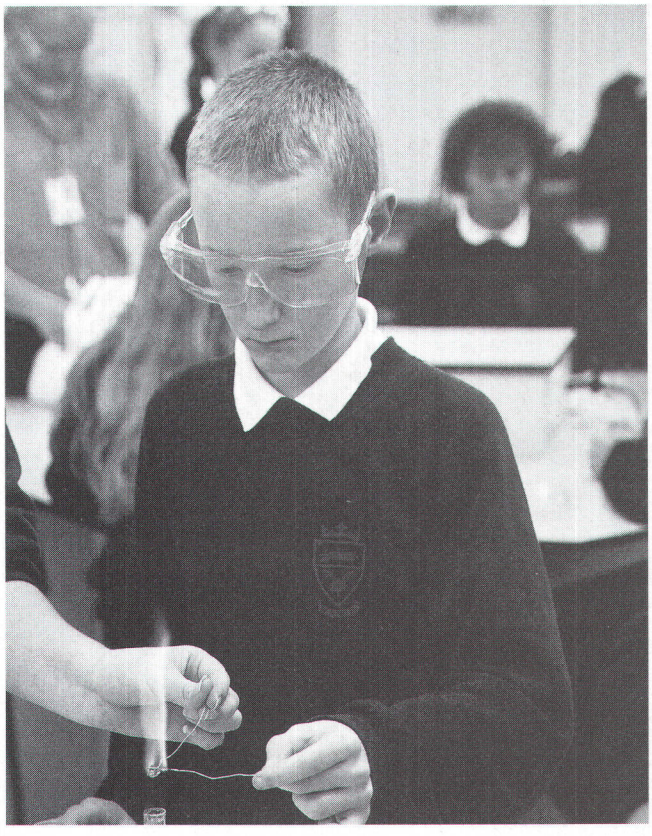
We encourage our students to obtain the skills, expertise, achievements and qualifications of which they are capable. We do this is order that they may raise their aspirations, enjoy to the full those pursuits they wish to follow and obtain the qualifications and employment that they desire.

We offer to students the opportunity to achieve a confident understanding of the ideas and technology that will influence their lives. We wish to enable them to take a decisive part in determining their own futures.

Equal Opportunities

The Manor Community College is an equal opportunity school. This means that we are committed to equal opportunities within the structure of the College and in the conduct of our business. We believe that all our students should have equal access to pastoral care and learning in all areas of our curriculum.

In this College we believe that all of us who form this community of the Manor Community College have a right to an equal chance irrespective of colour, sex, race, creed or physical disability.



THE CURRICULUM

We keep our timetable pattern and curriculum under constant review and from 2001 we will be introducing a 60 period week, with each period 25 minutes long. There will be a daily period for Assembly and an 8/4 split morning and afternoon allowing us the maximum teaching time for every child and for us to conform to our legal obligation regarding collective worship.

"The College generally provides a broad and balanced curriculum for all pupils."

Ofsted - Sept 99

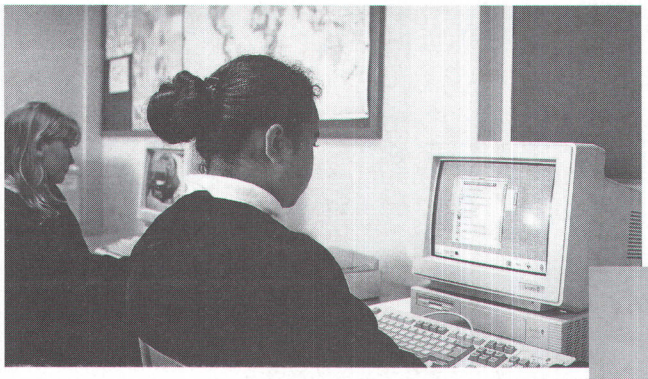
In designing our curriculum we meet the statutory requirements of the various and most recent Education Acts and have also kept faith with our fundamental principle of broad educational opportunities for all.

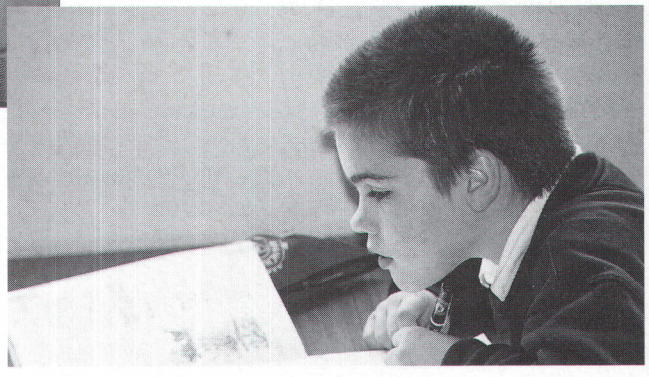
In Years 7, 8 & 9 pupils explore the full range of educational experience as defined in the National Curriculum, some 15 subjects in all. In addition we place a high priority on and have well established programmes in literacy and numeracy to build on the work begun in the primary schools. The successful summer school we run each year for new students is a key part of this programme.

Yearly examinations are taken in all subjects and progress is further monitored through twice yearly assessment, spelling and reading assessments and N.F.E.R. tests. Key Stage 3 ends with the National Curriculum Tests (SATs) in English, Maths and Science at the end of Year 9.

In Years 10 and 11, the phase known as Key Stage 4, some specialisation and diversification is possible. All students must study English and English Literature, Mathematics, Double Science, Technology, a Modern Foreign Language, ICT and Religious Education. Choice exists within two option groups, each of which will contain subjects which are not core subjects of the school's curriculum. There is also a compulsory programme of Physical Education/Games, Personal, Social and Health Education and pastoral time. There will also be the opportunity to take the 'Sports Leadership Award' and / or alternative programmes in Community Service.

At the end of Year 11, having completed this balanced but challenging programme pupils leave the College with a completed National Record of Achievement which in due course is updated to include the results of their GCSE examination in as many as 11 subjects.





SUPPORTING PROGRESS

Pastoral care is concerned with the guidance of students to enable them to raise their performance to as high a level as possible. The process begins with our strong liaison with the primary schools which feed our school. We aim to understand our students as individuals, so that we are well prepared to respond to their needs, in order that each child develops to his/her full potential.

The Form Tutor is the key person in our pastoral system and will meet your child at least twice a day. We hope you will look upon them as your first contact with the College and, over a period of time, will develop a good working partnership in support of your child's education. Each Year Group has a Head of Year who liaises with the Form Tutor and other members of staff to ensure the progress of each student.

All the students in the College wear school uniform.

The College has a clear Code of Conduct and operates a Positive Behaviour Policy which supports the aims of appropriate behaviour at all times.

As it is sometimes necessary to contact parents in emergencies we ask all parents to complete a confidential contact form.

Our attendance figures are excellent and this reflects our students' positive attitude towards their education. In order to maintain our high standards of attendance we ask parents to send a note of explanation whenever their child is absent. We will contact parents if no absence note is produced to avoid any risk of truancy.

Reports & Parents' Evenings

Parents of pupils in years 7, 8 & 9 receive a report annually after the formal school examinations. Parents of students in year 10 receive two Record of Achievement statements, one in February , the other in July, while students in year 11 receive a short report of results after their mock exams and a final Record of Achievement in May.

Each year group has a Parents' Evening where parents have an opportunity to discuss their child's work and progress with the members of staff concerned. The year 9 Parents' Evening is held in conjunction with a meeting to advise on G.C.S.E courses for the final two years. Parents of Year 9 pupils will be offered an individual interview with the Director of Studies to discuss progress and select the most appropriate G.C.S.E course. The year 11 Parents' Evening is held before final entries are made for external examinations. Parents' Evenings are run on an appointments system.

In addition to examinations we have a system of internal assessments. These are recorded twice a year and students are graded for attainment and for effort. These assessments are based on the student's attainment, interest, participation, punctuality, homework, presentation of work and attitude towards staff and other pupils. After the first assessments parents will be notified of their child's effort grades. Students will also be seen by Pastoral Tutors or Group Tutors for a variety of reasons, such as under-achievement, need for encouragement or for congratulation.

Community College Awards

Events are held during the course of the year to which parents are invited when an opportunity is taken to celebrate formally outstanding work, effort and progress. It is our aim that the efforts and achievements of as many people as possible should be recognised and rewarded to reflect success in all aspects of college life, including prizes for each academic subject.

A social evening is arranged for past students of Year 11 and their parents. During the course of the evening the students have an opportunity to receive their examination certificates and Records of Achievement.

Platinum, Gold, Silver and Bronze Certificates are used to reward individuals for outstanding work in Effort, Progress or Service during the course of the year and are presented during assemblies.

Organisation for Lessons

Having consulted with the Primary Schools we arrange our pupils in mixed ability groups for registration and P.S.H.E.

"Performance of boys and girls is regularly monitored."

Ofsted - Sept 99

Pupils may be arranged into teaching groups or sets which are considered to be educationally effective straight away. Any pupils may be considered for transfer to another group at any time if work levels and progress suggest that this is desirable.

"Pupils with Special Educational Needs are well catered for."

Ofsted - Sept 99

The Specials Needs Department helps those with learning difficulties throughout the School, either by supporting individuals in their normal lessons or by withdrawing individuals from lessons for specialist teaching. Specialist teachers remain, on the whole, in their own specialist rooms for lessons, and it is the pupils who move from room to room.

Homework

Every pupil is given a personal organiser at the beginning of the school year. Parents are asked to help with the homework programme by providing suitable conditions for study in the evenings for periods from half an hour to two hours according to the pupil's age and ability and to check that homework is satisfactorily completed and entered in the homework notebook. Facilities for doing some homework are provided on all evenings in school in the Stephen Hawking Resource Centre after the teaching programme is over and during the lunch hour. Parents are asked to sign the homework diary at least weekly. The personal organiser is a vital tool of communication between home and school.

"Homework is effectively monitored at all levels."

Ofsted - Sept 99

"Pupils speak particularly highly of the homework clubs, drama workshops and the Latin club."

Ofsted - Sept 99

A regular check on homework diaries is made by form tutors during pastoral time and by the Deputy Head on a half termly basis.

COMMUNITY EDUCATION & LIFELONG LEARNING

Community Education at the Manor offers quality education and leisure classes to people of all ages. Classes and activities cover a huge range of interests and if we do not offer what you want, we may be able to put it on or advise you where you can find what you want.

Classes and activities are offered both by day and in the evening and there are regular Saturday schools. We are very fortunate to have a specialist craft area, which offers classes for the beginner and those who want to pursue their chosen craft to the very highest level of skill. The high level of teaching and student application in this area has been confirmed by City and Guilds, who have awarded two prestigious bronze medals to Brickworks students. Three more students are being considered in this year's round of medal giving.

If you do not know what you want to study, but you know you want to return to learning, take advantage of some time with our Adult Outreach Worker, Kate Blackwell. Kate has worked with many potential students and has helped countless people to take up the challenge of returning to learning. She can be contacted through the community office or on her mobile: 0976 716 230.

Manor also offers activities and clubs for young people, led by Paula Mayes, senior youth worker. Paula can be contacted on the Youth Centre number: 712207 and is usually available on Tuesdays and Thursdays. At the moment the youth clubs take place on:

Tuesday lunchtime - all welcome.
Tuesday, 7.15 - 9.00 pm - Year 7 only.
Wednesday 7.15 - 9.00 pm - Years 9 - 11 only.
Thursday lunchtime - all welcome.

Following two days of Mentor training in the Summer Term 2000, there is now a team of peer mentors available to any school pupil who would value discussion on any issue.

This programme is augmented by special projects whenever we can obtain extra funding and by regular discos and trips out organised by the young people and the youth workers.

STEPHEN HAWKING RESOURCE CENTRE

The Stephen Hawking Resource Centre (SHRC) exists to help students with their work and encourage enthusiasm for reading and learning by providing a wide range of current and relevant resources. All students have a card to borrow from the 5,000 books, videos, tapes or information packs kept in the SHRC. Students can also look at magazines and newspapers or use the Careers Library. They can search for information on any topic using the ALICE computerised library system, or use one of 5 multimedia PCs to view a range of networked programs and CD ROMs or to access the Internet. Student helpers attend training sessions and work at breaktimes and lunchtimes.

"Pupils of all ages speak enthusiastically of the facilities and support which are available there."

Ofsted - Sept 99

SHRC activities include:

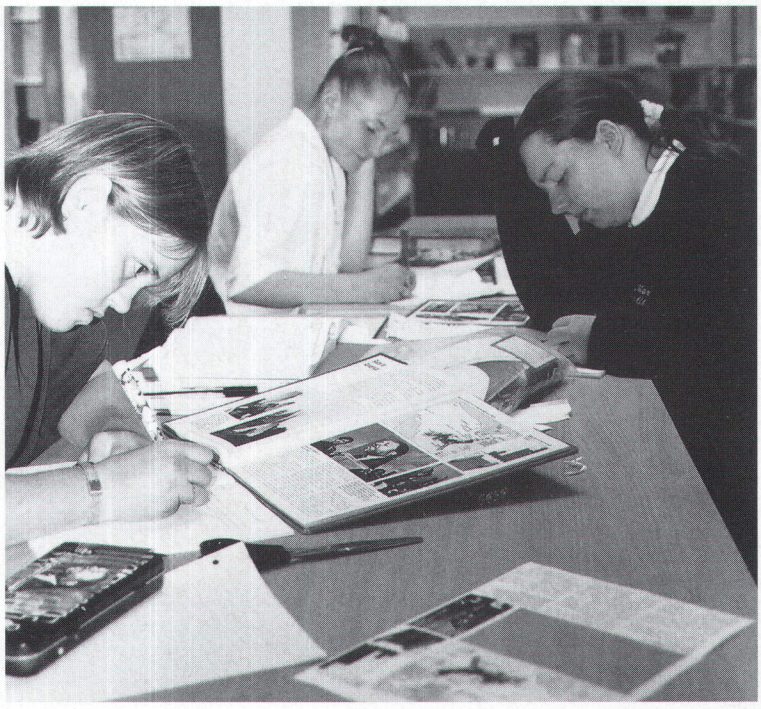
- **Reference Work** by classes, groups or individuals using the SHRC in most subject areas.
- **Book Trek Reading Award Scheme** which is used by all students in Years 7 - 9 working independently. The in-house scheme provides structured reading and tasks to complete in weekly English lessons leading to awards and certificates.
- **Information Skills Work** in Science and PSE (Year 7); History (Year 8); and Languages (Year 9) shows students how to find and work with information from text and ICT sources.
- **Careers Library** sessions in Year 9
- **Book Week** includes fun events, competitions, author visits, new book promotions and bargain book sales to promote books and reading.
- **Book Fair** held in September gives students the chance to buy teenage books and boost SHRC funds.

"The resource centre makes a significant contribution to pupils' learning. It is well run by a dedicated and enthusiastic manager."

Ofsted - Sept 99

"The Stephen Hawking Resource Centre provides a stimulating environment for pupils. It is a major asset to the college which pupils use well."

Ofsted - Sept 99



SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs Department has three main aims. They are:

- To provide appropriate support to enable individual pupils to achieve full potential.
- To help pupils reach independence
- To improve the self-esteem of pupils.

A well-trained, competent team of learning support assistants, managed by the Co-ordinator, Mrs Hedges, provides the support framework that allows all pupils full access to the National Curriculum alongside their peers. A flexible approach to individual difficulties ensures pupils receive personally designed education plans.

"Pupils with special educational needs are well catered for."

Ofsted - Sept 99

"The college provides good support for pupils with special educational needs."

Ofsted - Sept 99

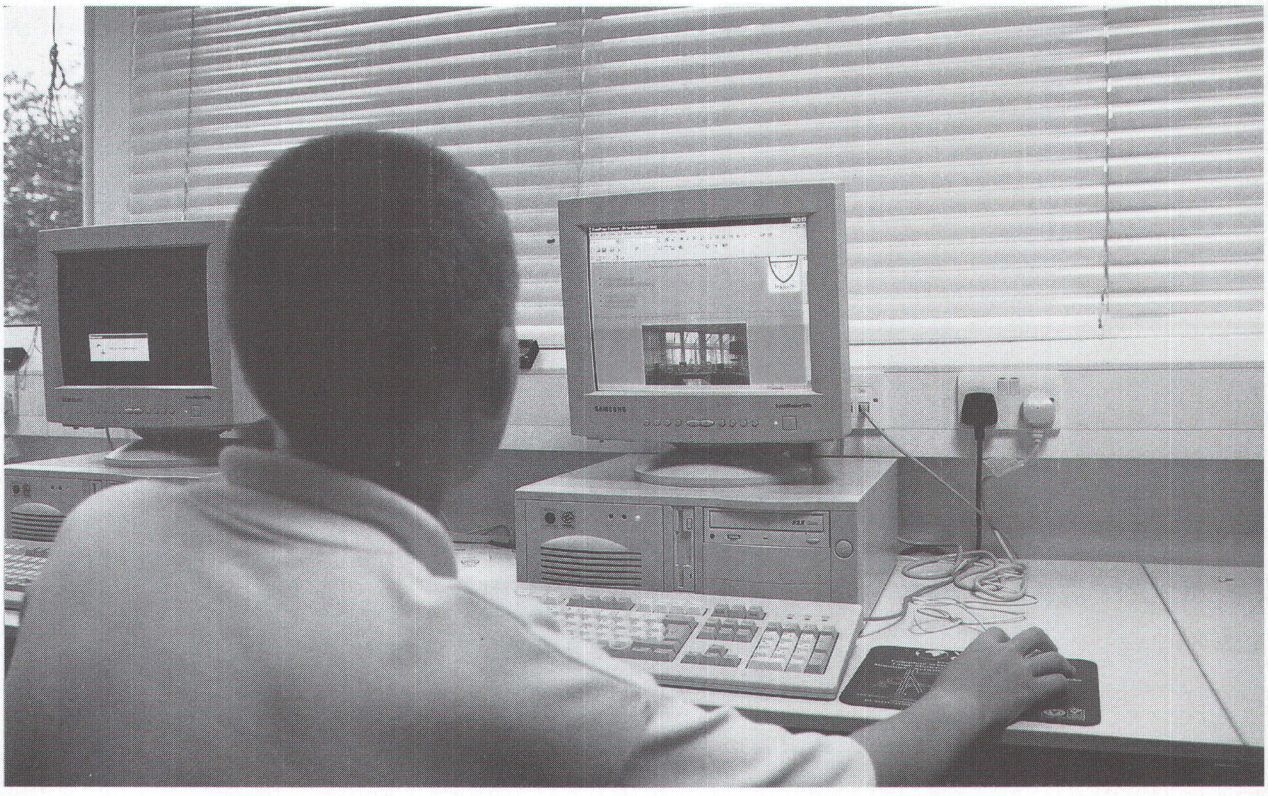
For some pupils the individual needs will be such that periods of withdrawal from subject lessons will be necessary. In all these circumstances care is taken to ensure minimum disruption to continuity.

Individuals and small groups follow a multi-sensory programme during these withdrawal sessions to improve their basic literacy and numeracy.

Every pupil is valued and encouraged to take a full and active part in all aspects of the college's daily life.

"Pupils with special educational needs are well supported and are making appropriate progress."

Ofsted - Sept 99



ENGLISH

The department aims to sustain and stimulate each student's curiosity, interest,enjoyment and enthusiasm for English. Students are enabled and encouraged to develop confident communication skills and a wide, informed appreciation of world literature.

"Very good teaching was seen in both Key Stage 3 and Key Stage 4."

Ofsted - Sept 99

The department's objectives relate to the Key Stage 3 and 4 Programmes of Study and are framed by the attainment targets of Speaking and Listening, Reading and Writing. The students are taught and encouraged to communicate accurately, sensitively, effectively and appropriately in a variety of speaking and listening situations. The reading skills of students are developed and they are enabled to read beyond the literal and to identify implied meaning. Pupils are taught to write accurately with good spelling, punctuation and hand writing. They are taught to write clearly, confidently and fluently in an appropriate style in a variety of contexts.

The students are entered for two subjects at GCSE, English and English Literature.

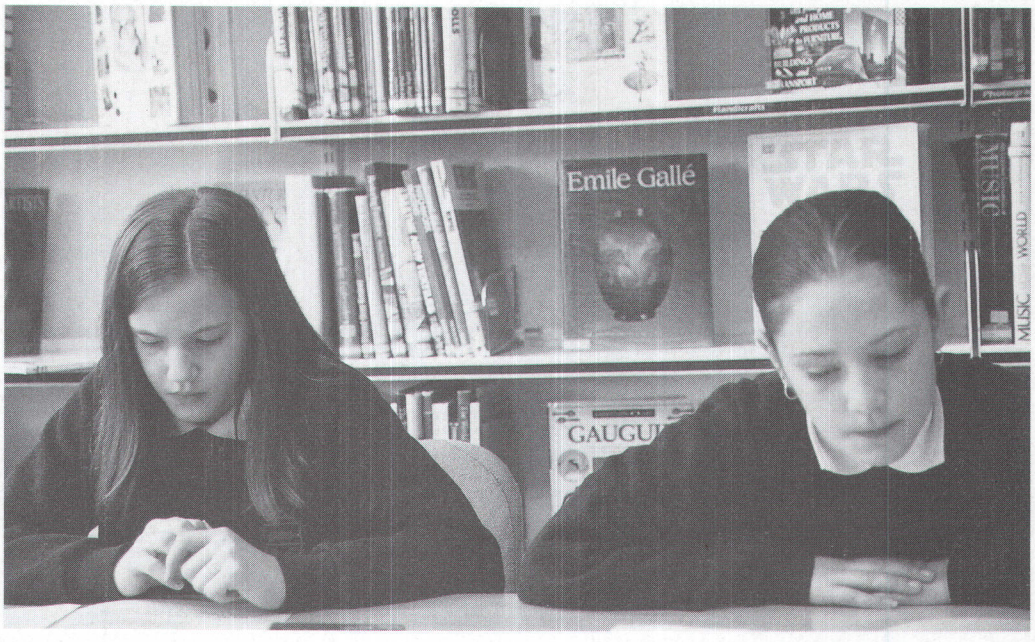
"There is an established and very experienced team of t eachers who are ably led by a positive and forward looking head of department."

Ofsted - Sept 99

The department employs a variety of teaching methods and a wide variety of resources that allow all pupils to have equal access to the curriculum and experience success and enjoyment in their work.

"The college has adopted a proactive approach to the improvement of literacy."

Ofsted - Sept 99



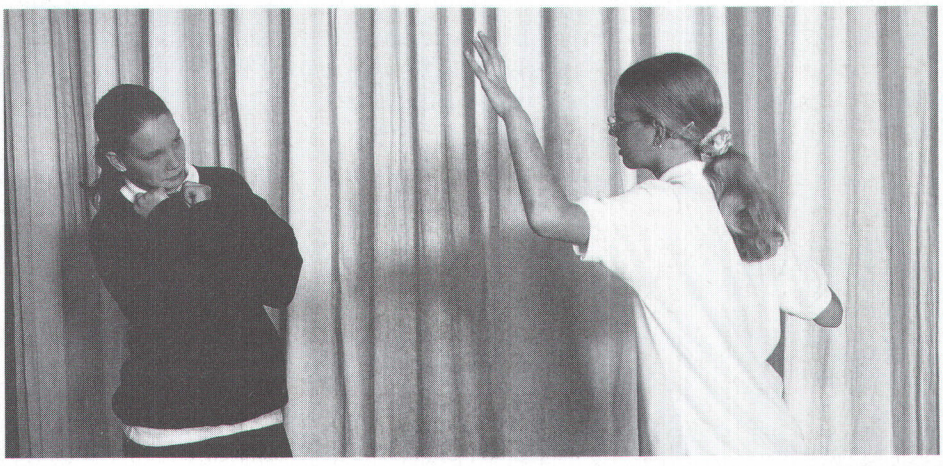
DRAMA

Through skills practised in drama we hope students will learn cooperation, confidence and effective communication.

Students are assisted to explore their own personalities, talents and their relationships with others. They research social and personal themes and can work at selecting, organising and communicating using drama techniques such as thought-tracking, mime, tableau, forum theatre and role play.

"The subject makes a valuable contribution to the development of pupils' speaking and listening skills. Theatre visits, drama clubs and workshops with 'Classworks', the theatre company, support the development of pupils' oral skills and self-confidence."

Ofsted - Sept 99



MATHEMATICS

Mathematics in the National Curriculum is the basis of all Mathematics taught in the College. Students will follow the National Curriculum at a level appropriate to their ability.

Upon entry to the College students will be taught in mixed ability groups but, after the first half term in the seventh year, broad banding will take place and students will work in groups according to ability.

Appropriate pace is given to lessons and good movement between groups ensure maximum support being offered to pupils."

Ofsted - Sept 99

All students should have a calculator and sensible use of a calculator will be emphasised during their studies. Proficiency in pencil and paper methods and mental arithmetic are given priority and the students are encouraged to use estimation as a check on all calculations.

Throughout the course students will experience use of the college computers. Data bases will be used to handle information relevant to the students. Spreadsheets and LOGO are also used.

We hope students will enjoy their mathematics, but we will expect them to work hard and to do regular homework to complement work done in the classroom.

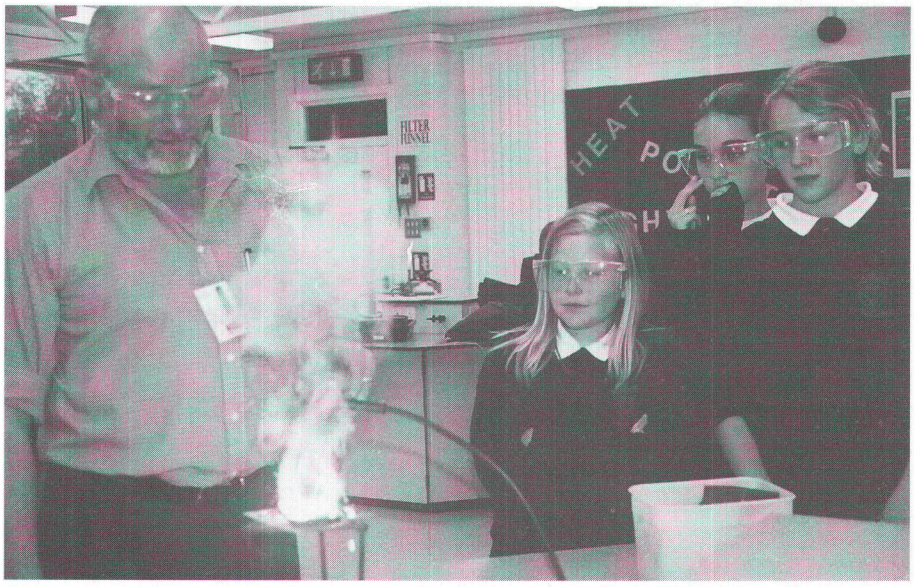
"The small department of three experienced teachers, with support staff, provides a very caring and supportive atmosphere in which high standards are demanded."

Ofsted - Sept 99

Students will eventually be entered for GCSE/Key Stage Four examinations at an appropriate level.

SCIENCE

At Key Stage 3 all pupils follow a modular course adapted from the Spotlight Science Scheme. There are three one hour sessions a week. In years 8 and 9 the pupils are placed in sets or groups according to their needs and the modules taught by specialists in that module. The groups rotate several times during the year to facilitate the delivery. At Key Stage 4 all pupils follow a double award modular course. This course is delivered by subject specialists in five 1 hour lessons a week. Assessment is by end of term module tests, investigative practical work and a terminal examination.



"The quality of teaching is generally very good and sometimes outstanding."

Ofsted - Sept 99

All the courses are delivered in a large, modern, five laboratory suite. We set and expect homework to be done on a regular basis. Pupils can be resetted at any time to suit their needs or the rest of the group's needs. There is an expectation that pupils will work hard and we will support the needs of anyone who does not rise to that expectation.

We expect science to be fun at times, awesome at other times and, although demanding and exacting, relevant to our current day and age and vital for the development of pupils.

"Teachers have an unusually high capacity for managing a class in such a way that every pupil's needs are catered for fully."

Ofsted - Sept 99

DESIGN AND TECHNOLOGY

Design and Technology is an essential part of a balanced National Curriculum. It prepares pupils to appreciate and use effectively modern technologies that will improve the quality of life.

Design and Technology calls for pupils to become creative problem solvers as individuals and as members of a team. They combine practical skills with an understanding of aesthetic, social and environmental issues, function and industrial practices.

"Relationships between teaching staff and classes are good."

Ofsted - Sept 99

"All Key Stage 4 staff are demonstrating the strong knowledge base they have in their subject area and their ability to facilitate pupils in their work."

Ofsted - Sept 99

All of our pupils are given the opportunity to develop their problem-solving and practical skills. This is achieved through practical focus tasks and Design and Make projects using a variety of materials (graphics, wood, plastic, metals, food). There is an excellent suite of discrete workshops which provide pupils with a pleasant, safe environment in which to work.

Years 7, 8 and 9 follow the National Curriculum Key Stage 3 Design and Technology Programmes of Study.

Years 10 and 11 follow GCSE Design and Technology Courses.

INFORMATION COMMUNICATIONS TECHNOLOGY

At Manor Community College we have invested heavily in the development of Information Communications Technology. The National Curriculum quite rightly expects that the use of ICT should permeate throughout the whole curriculum and support learning where appropriate.

"Attainment at the end of Key Stage 3 is higher than the national expectation. At the end of Key Stage 4 pupils' attainment is above national expectation".

Ofsted - Sept 99

We are extremely fortunate in having a number of networks in the college together with computers in many classrooms. Recent developments have enabled us to invest in two new networked PC suites each with 21 computers. Both suites are linked to our resource centre where there are a further 6 PC's. All students have access to the Internet and will have Email addresses to assist in their learning within the next year. The most recent development has been to upgrade one of our older networked rooms with a new PC suite. The work in this room was completed in May. In our new suite all machines are multimedia which will hopefully enhance learning, particularly in the modern languages department.

" The department is fortunate in being based in two large attractive suites - There is a wide range of software - The College is linked to the Internet and possess its own web site".

Ofsted - Sept 99

" Teaching is never less than very good and is on occasions excellent".

Ofsted - Sept 99

Our overall aim is to provide exciting opportunities for our students in an appropriate setting. We will continue to develop our skills as teachers and are determined to provide our students with experiences which will be both enjoyable and of relevance to them as they move into an increasingly technological world.

ICT Club is always open!!

Throughout the year students are encouraged to develop skills at our thriving ICT club which offers our superb facilities at lunchtime and after school when a teacher and technician support are always available.

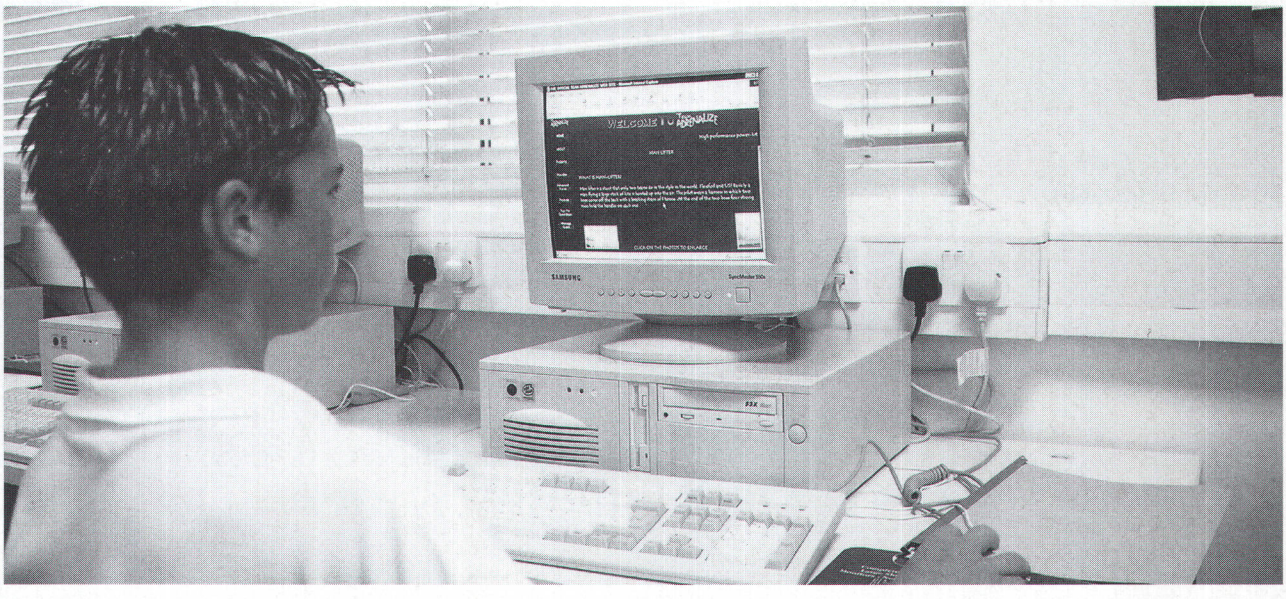
" The network manager and education support assistant provide good support to the department".

Ofsted - Sept 99

" Pupils enjoy their visits to the computer suites. Their response is never less than good".

Ofsted - Sept 99

http://edweb.camcnty.gov.uk/schools/manor/manor.htm



ECONOMICS AND BUSINESS STUDIES

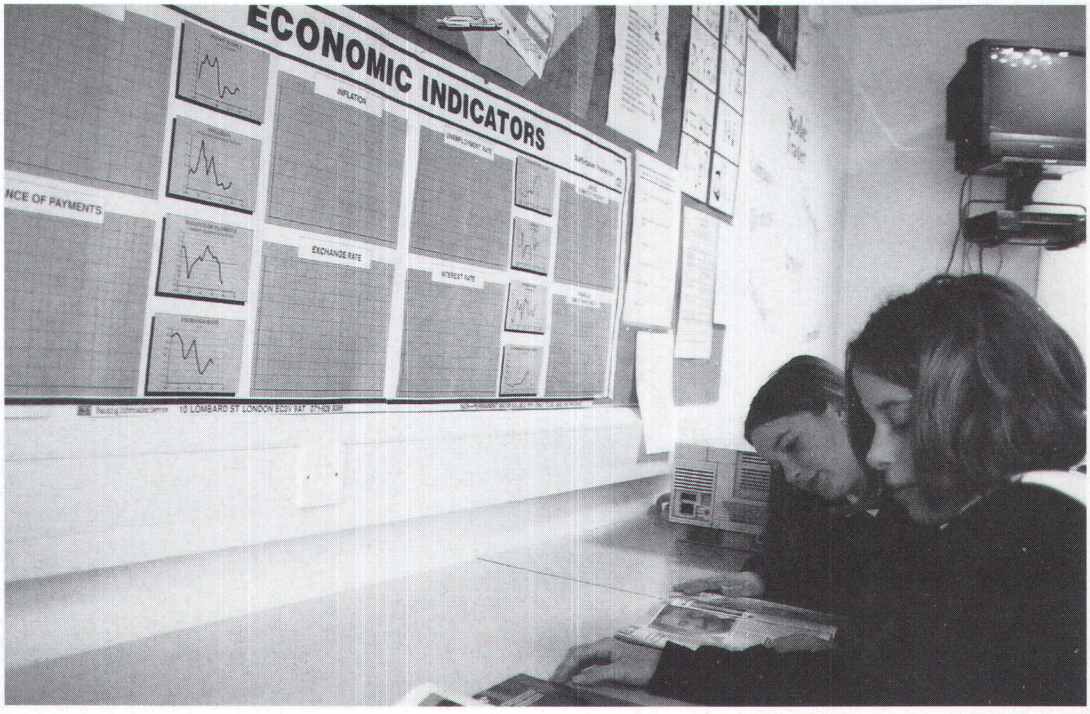
These GCSE courses give students a greater understanding of the world in which we live and the world in which they are going to play a part when they leave school. The courses are designed to prepare them for citizenship by increasing their awareness and understanding of basic economic principles.

"Why are some people paid more than others?"
"Why can't some people get a job at all?"
"Why are prices in the shops always rising?"
"Why do I have to pay tax?"
"Where is the best place to hold my savings?"

Pupils are keen to participate in discussions and quickly learn to use technical terms correctly. They take a pride in their work. The quality of teaching is good."

Ofsted - Sept 99

It is these and similar questions that this course will help students to understand. By the end of the course they will be able to watch television programmes and read newspaper articles concerned with industrial, social and economic matters and understand them. It is hoped that in their future work place, in their local community and nationally they will want to participate knowledgeably in decision-making.



MODERN FOREIGN LANGUAGES

It is our understanding that foreign language learning is, above all, an enjoyable, personal and communicative process. With this in mind, many interpersonal skills not normally associated with foreign language learning, can be practised. We also aim to conduct our lessons as much as possible in the foreign language.

"Many pupils have good pronunciation, speak fluently and have an awareness of intonation which is unusual at this level."

Ofsted - Sept 99

The languages studied are French and German. The French coursebooks followed in the lower school are the "Spirale" and "Génial" schemes. These are principally supplemented by "Route Nationale".

In German we base our course on the "Projekt Deutsch"scheme.

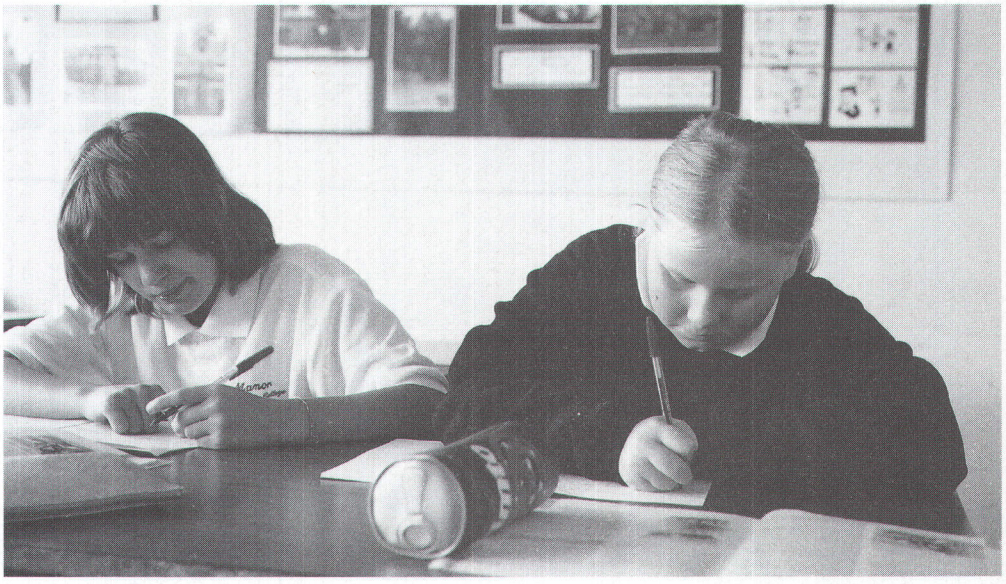
"All the teachers are very good at their subjects and organised in their planning."

Ofsted - Sept 99

In Modern Languages we aim to integrate television, computers, video camera, video recorders and audio cassettes into our schemes of work. Not only do these resources supplement the range of available textbooks but, equally importantly, they serve to ensure we provide different styles of learning for the students.

"Games, audio-visual equipment and the creative use of space all provide variety and sustain interest."

Ofsted - Sept 99



GEOGRAPHY

"In 1998 almost all candidates were awarded grades A - C, a performance well above the National Average."

Ofsted - Sept 99

The Geography Department aims to interest and excite pupils of all abilities by developing their knowledge and understanding of the world in which they live and to provide them with the geographical skills which allow them to become active participants. In this way the department encourages students not only to ask the questions 'how?' and 'where?', but also 'how ought?' The subject is taught in attractive and spacious accommodation which facilitates the use of role-play, public meetings and debates, use of video-tapes, games, simulations, information technology, project research and display.

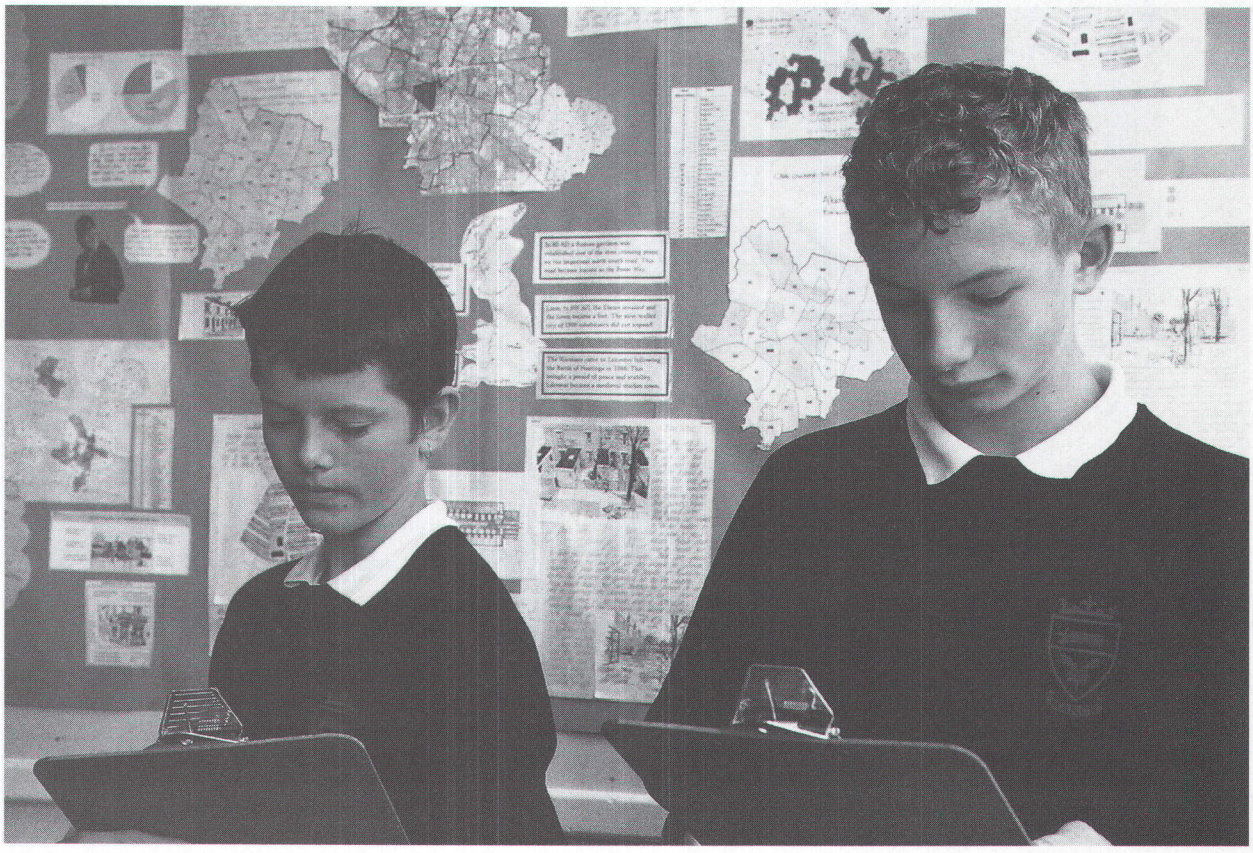
"The Head of Department strives to create a stimulating learning environment.

Ofsted - Sept 99

The department makes full use of the local environment to develop mapping and surveying skills through fieldwork and to assist in understanding local patterns before exploring them in a less familiar national, european or global context: The department whole-heartedly agrees with the philosophy of one of our more well-travelled celebrities, Michael Palin, when he commented that "Where we came from, what we do, what we eat, how we move around, and how we shape our future, are all directly the province of the geographer. More than ever we need the geographer's skills and foresight to help us learn about our planet - how we use it and abuse it."

"Most pupils respond well in class, showing interest in their work and an eagerness to discuss their ideas."

Ofsted - Sept 99



MUSIC

Music at Manor is largely practical in nature.

At Key Stage three students develop their own pieces, both on their own and in small groups, using a variety of different instruments and their voices. They go on to develop their performance skills on the keyboard, reading a variety of notations. Students continually evaluate their work through listening to each other perform either their own compositions or the music of others.

Music is offered at Key Stage four where students currently follow the OCR syllabus. Again the course aims to foster pupil's musicality, developing their creativity and aural perception through composing, performing and listening. Option "P" is followed, which means that Unprepared performing is undertaken at the end of the course.

Manor Community College currently offers **free** instrumental tuition on string, woodwind and brass instruments. It uses the professional services of the Cambridge Instrument Music Agency to deliver the lessons. Instruments can be hired either from the College or CIMA, so that students can have a trial period before parents are asked to commit to buying.

Ensembles and choirs rehearse and perform for all the college's major functions, including the Carol Concert and Awards Evenings.

"The extended opportunities provided for practical music-making ensure that pupils have opportunities to develop their musical skills and understanding. Pupils show interest in music and respond well to opportunities for practical work, taking a pride in their achievements."

Ofsted - Sept 99

HISTORY

In History students are encouraged to develop an interest and understanding of some of the political, social and religious changes between 1066 and 1945.

"In group work pupils work with a high level of cooperation and support each other with sensitivity."

Ofsted - Sept 99

The History courses at KS3 and 4 allow students to gain insight into the world we live in through its past. The courses help students to explore such issues as the changing role of women, bias, prejudice and the development of democracy.

"Lessons are planned effectively and the teacher uses her subject knowledge to promote good standards."

Ofsted - Sept 99

Students are given the opportunity to develop an overview of the periods studied as well as completing in-depth projects on such topics are 'The Black Death' and the 'English Civil War.'

The department uses a variety of methods of working, including individual work, group work, class activities and role-plays. Students also have the opportunity to use computer simulations and make visits to historical sites. The department aims to take students on a trip each year of KS3. In year 7 students visit a castle in Year 8 - Cromwell's house in Ely and in Year 9 - The Imperial War Museum.

"The progress of pupils in both key stages is always sound and often good.

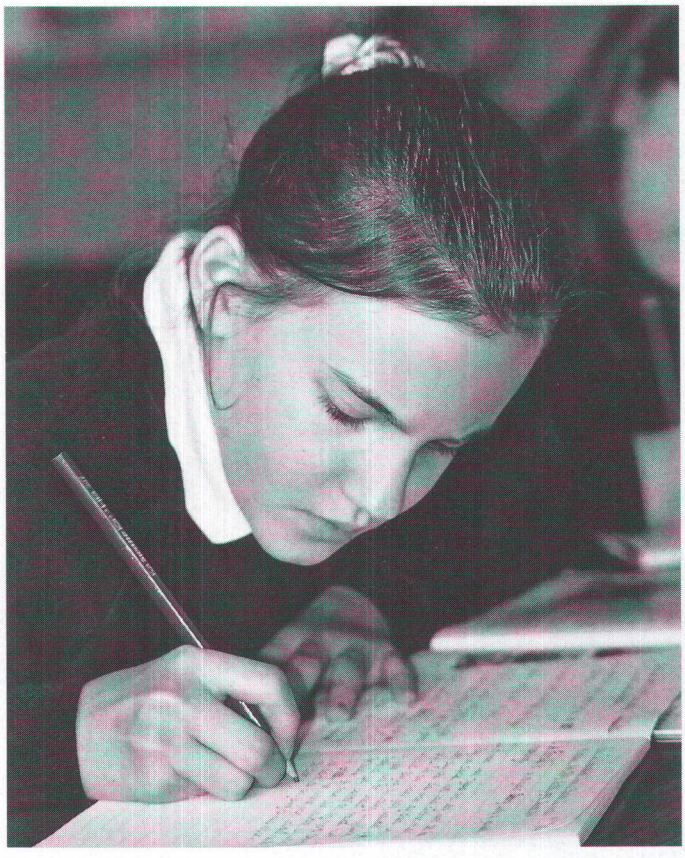
Ofsted - Sept 99

By the end of year 9 it is hoped that students will have developed skills in communication of their ideas in written and non-written forms. Students should have gained confidence in handling a variety of historical evidence. They will be able to use primary and secondary evidence to find out about events. Students will be able to draw reasoned conclusions based on the available evidence.

"They are confident in class discussion and oral work."

Ofsted - Sept 99

Those students opting for this subject at GCSE will draw on these skills and develop them further during the course.



ART & DESIGN

From Year 7 through to Year 11 pupils are offered a rich and developing curriculum in the language of Art, a variety of media and techniques in both 2D and 3D work and contextual studies; and look at individual artists/ designers/crafts people and movements throughout the ages and from different cultures.

National Curriculum requirements require pupils to use a wide range of media and techniques and realise ideas, express feelings and communicate meaning. Through the two Attainment Targets of Investigating and Making and Knowledge and Understanding the pupils will explore the following activities:

Working from Observation
Working from Imagination
Working from artists, designers and craftspeople

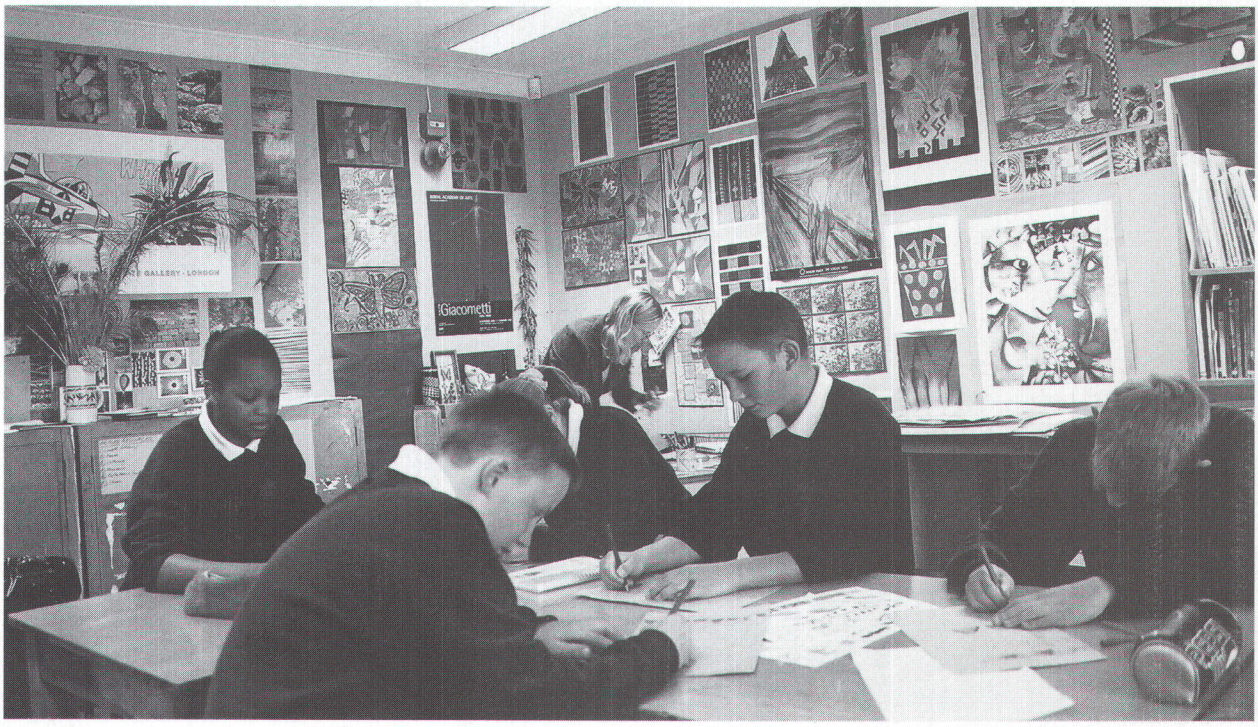
"Progress is good in Art at both key stages.

Ofsted - Sept 99

Pupils will be taught to record and analyse what they have observed and encouraged to develop ideas from memory and imagination, choosing appropriate media. They will be expected to keep a sketchbook/diary in order to record, select and store a range of visual and other source material. Alongside this pupils will discuss and evaluate works of other artists and cultures and at the end of each project they will evaluate their own work, drawing from and building on their own repertoire of the Language of Art.

"GCSE results have risen significantly since the last inspection and (in 1998) were amongst the best in the College and above the national average."

Ofsted - Sept 99



PHYSICAL EDUCATION

Pupils at Manor Community College are fortunate to have access to excellent facilities. The playing fields are extensive with three football pitches and three hockey pitches as well as numerous practice grids. In Summer there is an athletics track with facilities for field events and two cricket squares with cricket nets. In addition there are five outdoor tennis courts, which are used for netball in the winter and an 'astro-turf' area which is used for many activities including football, hockey and tennis. Two outdoor basketball courts have just been installed with the help of a lottery grant and a multi-gym is available for older pupils to use.

"Teachers convey the expectation that all pupils can have success, thus boosting confidence."

Ofsted - Sept 99

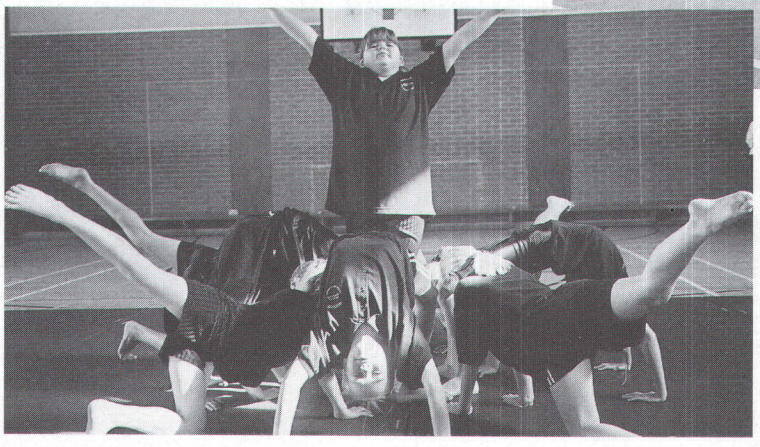
Pupils have the opportunity to participate in the following sports, both within the curriculum and in lunchtime and after-school clubs:- Gymnastics, Dance, Outdoor Pursuits, Swimming, Athletic Activities, Football, Hockey, Basketball, Cricket, Tennis, Gymnastics, Athletics, Volleyball, Netball, Golf, Trampolining, Badminton and Rounders

It is also possible in Year 10 and 11 for those who wish to develop their knowledge of Physical Education even further to choose to study Physical Education as an examination option at G.C.S.E.

Pupils are coached both by members of staff in the school and by coaches from local sporting organisations. Strong links have been established with local clubs with particular success in Volleyball, Badminton and Rowing. A more recent link has been developed with Camden Cricket Club. Last year we developed new links with local basketball clubs, and this year we are working on creating new partnerships with local hockey clubs. Students from the school are given the opportunity of developing their skills, outside of school, by joining these clubs.

"They respond particularly well to the consistently high expectations of their teachers."

Ofsted - Sept 99



PERSONAL, SOCIAL AND HEALTH EDUCATION

The "Personal, Social and Health Education" of our students has an ever increasing role. More and more emphasis is being given to its importance by the Government via the launch of the new statutory requirements for Citizenship which come into force in September 2002.

Here, at Manor Community College, we are already ahead of this initiative with much cross-curricular work already in evidence throughout subject areas, complemented by the social skills and interaction in the day to day life of the College, where human values and relationships are elements which are dominant in its ethos and aims. They are encouraged by all staff through the College's Code of Conduct.

Students also participate in a formal structure of 'Personal Development' lessons for an hour a week throughout all five years. In these lessons they explore personal and global issues which address career, environment, family, finance, health, law, media and other areas which help them understand and prepare for adult life.

External speakers and agencies are also invited to take part in this structured programme to bring variety and greater depth of knowledge and understanding of various subjects to our students and to allow them to gain access to information which is beyond the boundaries of the classroom.

"A very well structured programme backed up by well organised programmes of work and resources which is delivered well by form tutors."

Ofsted - Sept 99

The College recognises that the parental/guardian role is a significant one in the personal development of a child or young adult and the structure of the Personal Development programme is to lend a positive support to this relationship.

STUDY OF RELIGIONS

The Department of Religious Studies teaches all children. Across all years pupils follow a course based on religious, moral and ethnical studies. In years 10 and 11 many pupils choose to follow a GCSE course.

The study of religions is often misunderstood as a subject by those who have not had much contact with it up to now.

It does not "indoctrinate" or "make people believe" but tries to show how and why people behave as they do. It is concerned with belief systems. It introduces various traditions and cultural practices to children who would otherwise have no opportunity to encounter them. It makes children aware of the vastly varying religious and cultural traditions which exist around them and enhances their spiritual, moral, cultural and social development.

"The aims of a lesson are always clear and classes are well managed."

Ofsted - Sept 99

"Relationships with pupils are good and lessons are well prepared."

Ofsted - Sept 99

THE VISUAL IMPAIRMENT RESOURCE CENTRE

The Centre is resourced and administered by the Cambridgeshire Visual Impairment Service to support the inclusion of severely visually impaired students in all mainstream curriculum experiences and opportunities.

A qualified specialist teacher, experienced learning support assistants and a qualified mobility instructor work from the Centre. All students receive regular touch typing tuition.

The specialist teacher works collaboratively with College staff to facilitate access to the National Curriculum, offers training and guidance to staff and students, advises on the adaptation of learning materials and provides supplementary teaching when necessary.

The learning support assistants receive training in all aspects of work with students who are visually impaired. They provide in-class support, reinforcement of specialist training programmes (e.g. touch typing or mobility) and the preparation of materials as directed by the specialist teacher.

The Centre is fully equipped to support the learning needs of students who are blind or partially sighted. It has PC's and a scanner to produce Braille, large print, tactile and audio materials, as well as CCTV and a range of Low Vision Aids.

The Centre staff work in partnership with parents, professionals and outside agencies. As well as frequent informal meetings there are statutory annual review meetings to discuss comprehensively the key factors in the education of each student.

Links are maintained with local primary and Further Education establishments to ensure smooth transition at each key stage.

The recent OfSTED inspection recognises that students with visual impairment are 'well integrated' and describes the quality of support provided as 'excellent' enabling 'full participation'.

EXPANDING HORIZONS

We aim to provide a wide range of out of school activities, some linked with the teaching of courses and some purely recreational. The range we offer obviously depends on staff availability and expertise and will naturally vary from year to year. At the start of each year we encourage pupils to become involved with activities and publish a small brochure.

- Languages visit to France
- Ski-trip
- Geography field trips
- Economics visit to the Cambridge Evening News
- Biology visit to the Natural History Museum
- Business Studies visits to local firms
- Industrial careers visits
- Art visits to local museums
- Geography visit to "Stibbington Field Studies Centre"
- Visits to "Rollerbury"
- Year 7 Camp

Senior Students have special visits arranged and also enjoy an end of school year dinner.

After-school and lunchtime activities include the following:-

- Football, Netball, Badminton, Table Tennis, Hockey Volleyball, Trampolining.
- Music - keyboard, woodwind, recorder, band practice.
- Chess and Games club
- Maths Club
- Computer Club
- Drama/Puppets
- Book Club

Duke of Edinburgh Award Scheme

This exciting scheme is run by Mr Price who is an accredited assessor and is open to students from the summer term in Year 9 and for many, continues into their twenties and later on as leaders themselves. It develops an individual's independence, ability to work in a team with others, determination and perseverance. For many it becomes a hobby - an interest lasting a lifetime.

We are part of the Cambridge Open Award Group North in partnership with Cambridge Regional College. During a year there are seven expeditions - three for the bronze entrance, including two trips to Norfolk. Silver candidates may go either to the Peak District or the Yorkshire Dales and those attempting the Gold Award go to Yorkshire. It is open to everyone and thanks to the support of Governors, Community Education and Sponsors we have enough equipment for fifteen participating students.

CLASSWORKS

Classworks is a long-established Cambridge theatre company with a national reputation for work with young people (**youth theatre**), adults (**community theatre**) and theatre in education (**schools**). Our professional team of actors and workshop leaders have years of experience touring schools and arts centres. Our youth and community groups have toured abroad (Poland, Finland, Germany) and have regularly performed at the Edinburgh Fringe Festival where we were the first winners of The Independent Theatre Award. We are actively supported and encouraged by our Patron, HRH The Earl of Wessex.

We firmly believe in the 'added value' of arts in education, particularly with regard to the way theatre can help to develop lifelong skills for young people by building their confidence, raising self-esteem, challenging their perceptions and helping them to be articulate and literate.

By being on site at Manor not only can we continue our youth and community work outside school hours but also we have a space for the rehearsal, research and development of our schools' programme which will focus on the pupils at this school. In return the school will have the opportunity to call on all the resources of a theatre company as well as being given first performances of every production for secondary schools. Last academic year included *And Then They Came For Me* by James Still and a play, *The Children*, especially written by playwright Edward Bond and premiered by Manor Community College pupils alongside Classworks' actors.Both performances achieved nationwide acclaim.

THE MANOR SCHOOL ASSOCIATION

The Manor School Association comprises Parents, Staff and others interested in the school's work and progress and each year it hosts a number of social, educational and fund raising events. It is your opportunity to become involved in the life of the College and we value your help and support.

The Association continues to make a considerable input into the College, making numerous donations and providing the funding for the School Awards ceremonies.

The Committee will continue to plan education events to help parents gain greater understanding and awareness of some of the wider social and educational problems confronting their children.

The Committee also organises catering at school functions and participates in community events. The main fund raising events in recent years have been the Autumn Fayre and a sponsored walk along the River Cam.

The Manor School Association membership includes Parents on the School Governing Body. The number of parent representatives of the Governing Body has been increased to four.

The Manor School Association relies on parents for their support and continued existence. They welcome you as a parent and invite you to the Annual General Meeting which will be announced in 'Manorisms', the College newsletter.

CATERING SERVICE

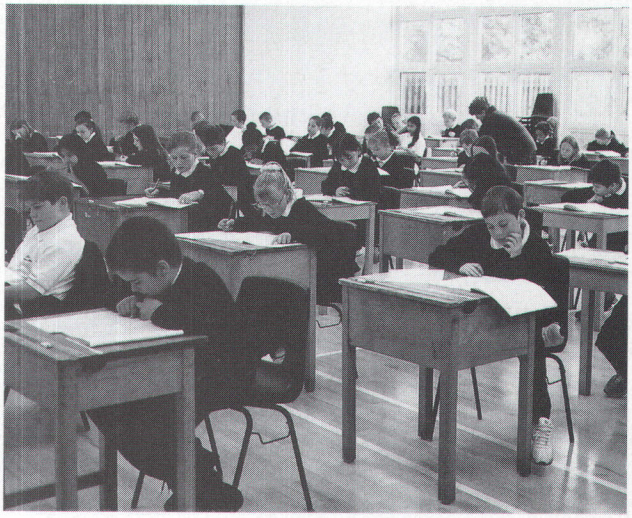
Cambridgeshire Catering Services (CCS) currently provides approximately 6 million meals per year to school children throughout the county. We have always recognised the importance of a sound diet as a foundation for good health.

The Secondary sector operates a Cash Cafeteria system whereby dishes are individually priced enabling a free and easy choice for students.

Young people now demand a wide variety of choice. The service caters for this demand whilst maintaining the highest quality of food preparation and presentation. Why not allow your child the benefits of using a service such as ours and at approximately £1.50 for a full meal? What great value for money!

CCS provide a flexible service at Manor Community College offering reasonable prices and well presented food, served quickly and attractively. CCS are dedicated to the provision of healthy and nutritious meals by offering a wide range of modern and traditional home cooked dishes.

You have not
said confession
this week



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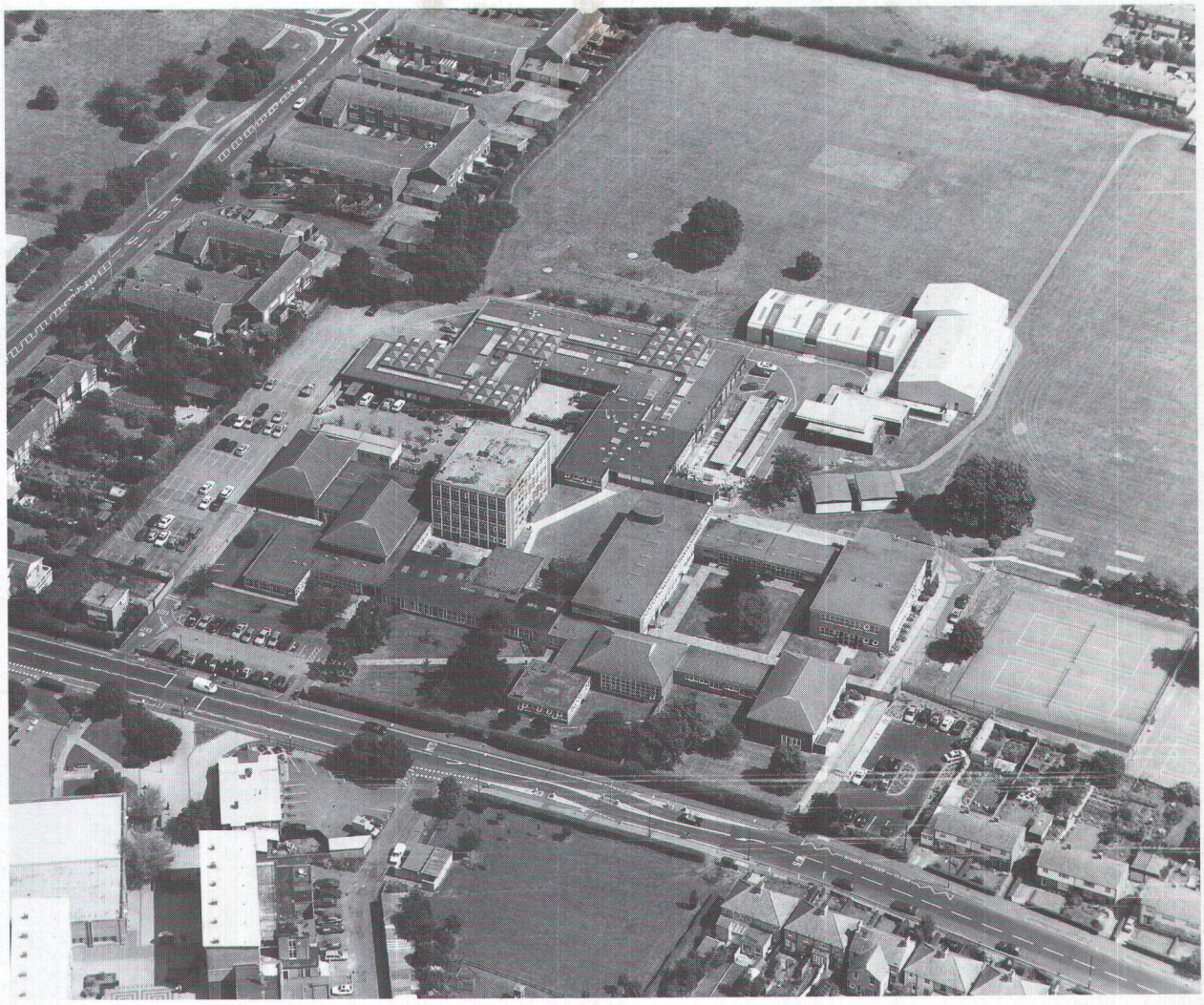

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WE LEARN TOGETHER